



2014 Assessment and Accountability Information Meeting

Accessibility and Accommodations for the Smarter Balanced Assessments

**Christopher Smith, Education Programs Consultant
Assessment Development and Administration Division**



TOM TORLAKSON
State Superintendent
of Public Instruction

Overview

- Purpose and importance of assessment accessibility
- Three Categories of Accessibility Resources
 - Universal Tools
 - Designated Supports
 - Accommodations
- Recommended Seven-Step Process
- Available Resources and Tools



TOM TORLAKSON
State Superintendent
of Public Instruction

Purpose and Importance of Assessment Accessibility

- Accuracy and validity of test results
- Standardization and consistency of test administration procedures across Consortium states
- Equal opportunity to demonstrate learning
 - Access to assessments



TOM TORLAKSON
State Superintendent
of Public Instruction

Purpose and Importance of Assessment Accessibility (cont.)

- New assessments, new access demands
- Embedded and non-embedded accessibility resources:
 - Universal tools
 - Designated supports
 - Accommodations
- Practice and training tests



TOM TORLAKSON
State Superintendent
of Public Instruction

Three Categories of Accessibility Resources

The three categories of accessibility resources are universal tools, designated supports and accommodations.

1. Universal Tools:

- Available to all students based on student preference and selection
- May need to be turned off to meet some students' access needs (designated supports option)

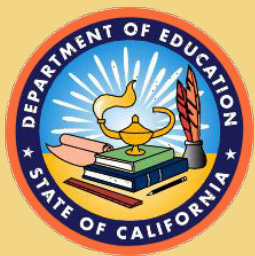


TOM TORLAKSON
State Superintendent
of Public Instruction

Three Categories of Accessibility Resources (cont.)

2. Designated Supports:

- Are available to all students who can benefit from them, including English learners (ELs), struggling readers, and students with attention issues
- Require recommendation from an adult (or adults) knowledgeable about the student
- Systematic method for identification recommended



TOM TORLAKSON
State Superintendent
of Public Instruction

Three Categories of Accessibility Resources (cont.)

- Stacked translations for ELs:
 - Spanish
 - Mathematics items
- For EL students who have used dual language supports
 - Additional reading load
 - Additional cognitive load
 - Additional time required



TOM TORLAKSON
State Superintendent
of Public Instruction

Three Categories of Accessibility Resources (cont.)

- Embedded glossaries for Els:
 - Mathematics items
 - Languages/dialects
 - Spanish
 - Vietnamese
 - Arabic
 - Tagalog
 - Cantonese
 - Mandarin
 - Punjabi
 - Korean
 - Russian
 - Ukranian



TOM TORLAKSON
State Superintendent
of Public Instruction

Three Categories of Accessibility Resources (cont.)

3. Accommodations:

- Available to students with an individualized education program (IEP) or a 504 plan that specifies the need for such an accommodation
- Examples:
 - Closed captioning
 - Braille
 - Calculator (non-embedded)
 - Scribe
 - American Sign Language



TOM TORLAKSON
State Superintendent
of Public Instruction

Recommended Seven-Step Process

1. Designate key staff roles and responsibilities.
2. Provide information to parents and training to all staff, as appropriate.
3. Identify students who will benefit from designated supports and will need accommodations per IEP and 504 plans.



TOM TORLAKSON
State Superintendent
of Public Instruction

Recommended Seven-Step Process (cont.)

4. Select the designated supports and accommodations for all identified students using the CAASPP Individual Student Assessment Accessibility Profile tool.
5. Enter designated supports and accommodations into TOMS
6. Perform a pre-administration check of assigned designated supports.
7. Check the test administration interface to confirm student has assigned accessibility support.



TOM TORLAKSON
State Superintendent
of Public Instruction

Available Resources and Tools for Assessment Accessibility

- CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>
- Future Webcasts at www.caaspp.org